

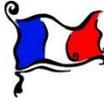
# Fairfield Infant and Colneis Junior Schools

## Year 2 Summer Term Information 2019

Year group teachers:	Mrs Barker and Miss Aberdein – 2A Miss Fuller – 2B Mrs Ransom and Mrs Brinkley – 2C
Year group support staff:	Miss Banthorpe, Mrs Baldwin, Mrs Briers, Miss Hare, Mrs Spalding Mrs Hurrell-Sharp and Mrs Laker
Dates for the diary: 	PE Enrichment – Friday 10 <sup>th</sup> May and Wednesday 3 <sup>rd</sup> July Information afternoon for children taking Phonics Check – Tuesday 21 <sup>st</sup> May Year 5 Buddy Meetings – 4 <sup>th</sup> June and 27 <sup>th</sup> June. Further information to follow. Swimming at Colneis: Friday mornings 7 <sup>th</sup> June until 19 <sup>th</sup> July Sports Day – 10 <sup>th</sup> July Cookery morning (Open to parents 9am – 10am) and trip to the beach for homemade picnic and coastal/map work – Thursday 4 <sup>th</sup> July Year 2 Colneis Transition Day – Monday 8 <sup>th</sup> July Year 2 Leavers' Assembly – Tuesday 23 <sup>rd</sup> July Final Day of term – Wednesday 24 <sup>th</sup> July
Curriculum areas to be covered this term in:	
Literacy  	<p><u>Reading</u> – During Year 2 we hope to develop pupil's love and enthusiasm for reading, through listening to, reading and then talking about a wide range of texts, from different authors and cultural backgrounds. Children will have a reading book that will be changed weekly (you are also encouraged to use our supplementary reading books, which can be changed as frequently as required - these can be found in 2B's classroom). Children will take part in weekly Guided Reading, Grammar lessons and 4 days of phonics sessions each week practising:</p> <ul style="list-style-type: none"> <li>• To use the 40+ sounds and their alternatives that have been taught in order to blend and read words accurately.</li> <li>• To read new or unfamiliar words by blending the sounds, without undue hesitation.</li> <li>• To accurately read most common exception words, words of 2 or more syllables and words containing common suffixes such as ing, er, ness and ly. (happiness, finally)</li> <li>• To read age appropriate books in which they can check their reading makes sense, correcting any inaccurate reading.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• To continue enjoying reading and listening to a variety of texts, including fiction, non-fiction and poetry so they can develop their understanding and vocabulary.</li> <li>• To continue discussing the characters and events in a story as well as the meaning of new or key words within the text, so they can deepen their understanding of the text.</li> <li>• To develop an understanding of the stories and books being read by discussing what they already know and drawing on the background information or vocabulary provided by the teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• To discuss the sequence of events in a story and how items of information are related.</li> </ul> <p><u>Spelling</u> – In Year 2 pupils will continue to develop skills by:</p> <ul style="list-style-type: none"> <li>• Segmenting words into phonemes (sounds).</li> <li>• Learning new ways of spelling phonemes for which one or more spellings are already known. Learn spellings for each different spelling pattern.</li> <li>• Learn to spell tricky words and all of the Year 2 common exception words</li> </ul> <p><u>Handwriting</u> – Pupils are continuing to learn some of the diagonal and horizontal strokes needed to join letters for semi-cursive handwriting. They also consolidate previous skills learnt e.g. the correct orientation and formation of letters, use of capital letters and word spacing.</p> <p><u>Writing</u> – In year 2 pupils continue to learn and practise the skills necessary to write for a purpose and in a variety of different styles –story writing, letters, instructions and recounts of real and fictional events. They will focus on the skills required for writing independently and developing the stamina to write longer and more detailed pieces of work. They will continue to:</p> <ul style="list-style-type: none"> <li>• Plan sentences out loud before they write them.</li> <li>• Create word banks, mind maps, and story plans to help them organise and structure work.</li> <li>• Evaluate, proofread and edit their own work as well as that of their peers.</li> </ul> <p><u>Grammar</u> – Pupils will continue to learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, speech marks, commas for lists and apostrophes in words such as can't, won't, didn't and for possession. They also learn to write different forms of sentence: statement, question, exclamation and command. Finally, they become increasingly familiar with parts of a sentence and use the correct technical terminology e.g. noun (common and proper), verb, adjective, adverb, and conjunction. They practise writing in the past, present and future tense, with the correct verb agreements.</p>
<p>Numeracy</p> 	<p>In Year 2 pupils will:</p> <p>Count in steps of 2,3,5 and 10, count in 10s from any number and be able to say 10 more or 10 less than a number.</p> <p>Recognise the place value of each digit in a 2 and 3-digit number.</p> <p>Rapidly recall and use addition and subtraction facts to 20.</p> <p>Add and subtract numbers with up to 2 digits including column addition without carrying and subtraction without borrowing.</p> <p>Develop mental maths skills for addition and subtraction.</p> <p>Recognise addition and subtraction as inverse operations and use them to check calculations.</p> <p>Use strategies to solve missing number problems.</p> <p>Answer simple word problems by using addition and subtraction.</p> <p>Pupils will be introduced to the mathematical symbols (x) and (÷) and begin to understand that they are inverse operations.</p>

	<p>Be able to recall multiplication and division facts for the 2,3, 5 and 10 times tables.</p> <p>Recognise, name and write fractions <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math> and <math>\frac{3}{4}</math> and the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>Name and identify the properties of 2D and 3D shapes including how many right angles and lines of symmetry.</p> <p>Choose and use appropriate standard units of measurement mm, cm, m for length and height, grams (g) and kilograms (kg) for mass, (ml) and (L) for capacity. Also be able to read scales accurately.</p> <p>Use &lt; = &gt; to compare amounts and values.</p> <p>Tell and write time to 5 minutes including quarter past/to the hour.</p> <p>Recognise coins and notes of different value, combine amounts to make a particular value and combine amounts to make a particular value. Also be able to match different combinations of coins to equal the same amount of money.</p>
<p>Science</p> 	<p>The topic is all about plants where pupils will learn to:</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Look closely at how the seed germinates and label parts of a seed.</p> <p>Understand methods of seed dispersal to allow new plants to grow.</p> <p>Describe how plants need water, light and a suitable temperature to grow.</p> <p>Investigate the idea that plants can grow using hydroponics.</p> <p>Throughout this topic, pupils will also learn to:</p> <p>Develop their scientific knowledge and conceptual understanding.</p> <p>Understand the nature, processes and methods of science</p> <p>Use scientific language.</p>
<p>Topic (Geography/History)</p> 	<p>Geography: We will be learning about the features of coastal environment and carrying out simple map work – including using recognised mapping symbols. We will be comparing and contrasting our local environment with other UK and Non- European locations.</p> <p>History: We will be looking at the contribution of Mary Anning to the study of palaeontology and Geology, investigating her life and work and looking at where she fits into our understanding of the evolution of the world. We will be constructing simple timelines and placing on them all the key events we have studied in Key Stage 1.</p>
<p>PE</p> 	<p>The children will be developing skills in:</p> <p>Dance- Country dancing – learning traditional dances and performing sequences</p> <p>Games – developing skills in competitive team games, using equipment including bats, balls etc. Improving skills of throwing, catching, striking, fielding, passing and receiving</p> <p>Athletics – practise running, throwing and jumping and looking at ways to improve techniques.</p> <p>PE days: These continue to be a Thursday afternoon and Friday morning, however there will be some additional PE events such as Enrichment days and Sports day so please check the dates at the top of this letter.</p>

	N.B. No earrings or jewellery to be worn on PE days. Hair to be tied back.
 RE	<p>The children will be learning:</p> <p>About how Christians pray and worship God.</p> <p>About what the special place of Jewish worship is.</p>
 Music	<p>The children will be learning:</p> <p>To listen to and respond to a range of different musical styles.</p> <p>Have practical experience of playing an instrument and talking about sound, pitch, tone, number of beats etc. using musical vocabulary.</p> <p>Developing the skills need to compose and perform.</p> <p>Year 2 pupils will also be invited to attend our weekly Choir club and have the opportunity to perform in front of an audience at a number of events.</p>
 French	<p>The children start to learn:</p> <p>Some simple French phrases and vocabulary– including how to count, say simple everyday phrases such as their name and age.</p> <p>French songs and finding out about French life.</p> <p>To locate France and its major cities on a map of Europe.</p>
 Computing	<p>Pupils in Year 2 will learn to recognise uses of computers outside of school and to:</p> <p>Organise, store, retrieve and manipulate information/data and present their findings</p> <p>Save work into a folder.</p> <p>Develop simple word-processing skills e.g. inserting, deleting, moving text, using undo, using the shift key and caps lock.</p> <p>Use the Internet safely and respectfully.</p> <p>Create pictures using a variety of different tools.</p> <p>Understand algorithms</p> <p>Write and use simple programs – making predictions and ‘debugging’ when required.</p> <p>Recognise uses of IT outside of school</p>
P.S.H.E	<p>This term pupils will be thinking about:</p> <p>The choices we make and deciding between right and wrong</p> <p>Similarities and differences in emotions</p> <p>Changes (linked to moving to Colneis)</p> <p>Considering a sense of responsibility for self and others</p> <p>The importance of valuing self and others</p> <p>Understanding that different types of discussion exist</p> <p>Gender stereotypes</p>

Homework	<p>Reading at least 4 times a week – all reading to be recorded in the Home/School Diary. This can include school reading book, newspapers, posters and magazines. Children will receive a weekly sticker for their efforts if they read 4 times per week.</p> <p>Weekly spellings to be sent home to be learnt each Friday and checked the following Friday. Please ask your child's teacher if you would like advice on how best to support your child at home with homework.</p> <p>A variety of different home works are sent out throughout the year to either prepare pupils for a new topic or to consolidate learning in class. This term some maths homework will be set on MyMaths.</p> <p>We would also ask you to regularly practise number doubles, halves of even numbers, number bonds (pairs of numbers that add together to make 10, 20, 100 e.g. <math>18 + 2 = 20</math>, <math>16 + 4 = 20</math>) and skills such as telling the time and familiarising themselves with money and coin value.</p>
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Additional information about ways in which you can help your child at home:

- Help them to learn how to dress and undress themselves independently for our swimming sessions later this term.
- Encourage them to organise their own things ready for school and take care of their belongings.
- Encourage them to talk about what they have learnt in school that day.
- Teach them how to tell the time using an analogue clock using the language o'clock, quarter past, half past and quarter to, as well as 5 minute increments past and to the hour.
- Encourage them to bring in items of interest related to their work.
- Encourage your child to read, practise their spellings or practise counting on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes.

- Practise reading and spelling the common exception words in your child's homework book.
- Use the MyMaths and TopMarks to access online learning.
- Encourage them to complete any homework that has been set by their teachers, including the Word of the Week.
- Play board games that involve turn taking, team work and sharing.